

STATEMENT OF ASSURANCES TO THE INDIANA DEPARTMENT OF EDUCATION

(Submit with Reading First LEA subgrant proposal)

This school district assures the Indiana Department of Education compliance with the following requirements as they relate to the acceptance and use of Reading First program funds pursuant to the Reading First grant.

Compliance Pertaining to the Reading First District and Eligible Schools

Reading First is authorized by Title I, Part B, Subpart I of the Elementary and Secondary Act, as amended by the No Child Left Behind Act of 2001. The Reading First grant focuses on ensuring all children will read on or above grade level by the end of third grade.

The State of Indiana proposes to achieve this outcome by:

- Goal 1 Ensuring that K-3 teachers, including special education teachers, learn about instruction and other activities based on scientifically based reading research (SBRR) and have the skills needed to teach reading effectively;
- Goal 2 Assisting districts and schools in identifying instructional materials, programs, strategies, and approaches based on scientifically based reading research and aligned to the Indiana Academic Standards;
- Goal 3 Ensuring that all programs, strategies, and activities proposed and implemented in kindergarten through third grade classrooms meet the criteria for scientifically based reading research;
- Goal 4 Assisting districts and schools in the selection and administration of screening, diagnostic, and classroom based instructional reading assessment with proven reliability and validity, in order to measure where students are and monitor their progress; and
- Goal 5 Integrating initiatives and leveraging resources to avoid duplication of programs and services.

The district assures that its Reading First funds shall be used for designing K-3 comprehensive reading plans that include the following criteria:

Assessments—The Local Education Agency will:

1. Assure the State that screening, diagnostic, classroom progress monitoring, and outcome based assessments are utilized as identified by the State, aligned with scientifically based reading research, valid and reliable, and aligned with the instructional program.
2. Assure the State that assessments will include children with disabilities and limited English proficiency.
3. Have a clear schedule for assessments; use the assessments for screening, classroom progress monitoring, and outcome measures as identified by the State; and select and use diagnostic assessments that are appropriate for the skills and goals of particular grades.
4. Use assessments to inform instruction and make decisions about appropriate interventions, programs, and strategies.
5. Assure the State that the LEA will provide the funding for purchasing and administering the assessment instruments designated by the State; funding for staff training in the administration and interpretation of the instruments; and include sufficient time to provide timely and thorough assessments of children's learning capabilities.
6. Assure the State that the LEA will report reading data from the schools as requested to the Reading First Staff and Management Team.
7. Assure the State that the LEA will participate in the State evaluation of Reading First, as required, and the national evaluation, if requested.

Instructional Program—The Local Education Agency will:

1. Implement reading programs to all K-3 students in eligible schools that are based on scientifically based reading research.
2. Employ proven instructional strategies to teach the five essential components of reading and effective program elements.

3. Assure the State that each Reading First classroom (K-3) will schedule at least 90 minutes per day for reading and language arts.
4. Align the Reading First program with the Indiana Academic Standards for Language Arts and the ISTEP+ assessment and annual school improvement plans as required by P.L. 221.
5. Select and implement scientifically based instructional materials, including supplemental and intervention materials, with the comprehensive reading program.
6. Use materials for their intended purpose and align materials with a coordinated instructional sequence, practice opportunities, and explicit instruction.

Instructional Leadership—The Local Education Agency will:

1. Designate, as instructional leaders, individuals with sufficient time and expertise to provide leadership; the authority to make decisions; the ability to evaluate LEA and school reading progress; use monitoring to inform instruction; plan professional development for teachers; refine programs to meet student needs (understand where students and teachers are and inform all processes accordingly); and ensure continuity of instructional leadership (at the district and school level) to sustain high levels of achievement.
2. Provide training for principals, coaches, and building leaders in the essential components of reading, how these apply to programs/materials, implementation strategies, and monitoring to improve the knowledge and skills based on scientifically based reading research and instruction.
3. Assure the State that each school receiving Reading First funding will have a full-time, on-site Reading First Reading Coach.

Professional Development—The Local Education Agency will:

1. Assess professional development needs and deliver and sustain meaningful professional development in the essential components of reading instruction; scientifically based instructional programs, materials, and strategies; and instructional assessments to the K-3 teachers, including K-12 special education teachers, and administrators.
2. Articulate a full range of professional development experiences with sufficient time for teachers to study, observe, practice, apply, and evaluate their implementation of strategies and methodologies.

General Compliance: The LEA will:

- A. comply with all statutory and regulatory provisions pertaining to the Reading First program.
- B. use the Reading First funds to support the implementation of a scientifically based reading research program and the 5 components of reading in K-3 classrooms as defined in the federal legislation and outlined in the criteria.
- C. maintain records and provide information to the State as required for fiscal Reading First reports, fiscal audits, and program evaluation as required for national, state, and regional Reading First reports.
- D. include the general assurances in section 9306 of the ESEA.
- E. include the lower-tier certification covering lobbying and debarment/suspension under 34 CFR Parts 82 and 85.
- F. include the steps the LEA proposes to take to overcome barriers to equitable program participation, as required under section 427 of the General Education Provisions Act.
- G. ensure the funds received under Reading First shall be used only to supplement the level of non-Federal funds that, in the absence of funds under this initiative, would be expended for activities authorized under this initiative, and not to supplant those non-Federal funds.

I CERTIFY, as administrator for the applying school corporation, that school corporation staff and staff from all eligible schools have been included in this process and have had the opportunity to review the abstract, program outline, and other application information and understand this competitive grant submission.

School Corporation Name _____ School Corporation Number _____

Superintendent's Name _____

Superintendent's Original Signature

Date